Attachment B **SIG GRANT--LEA Application FY 13**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Kathleen A. Pierman, Principal Webberville High School	Applicant's Mailing Address: 309 E. Grand River Ave. Webberville, MI 48892
LEA Contact for the School Improvement Grant Name: Kathleen A. Pierman Position and Office: Principal Webberville Middle and High School Contact's Mailing Address: 309 E. Grand River Ave. Webberville, MI 48892 Telephone: 517-521-3447 ext. 312 Fax: 517-521-4740 Email address: kpierman@webbervilleschools.org	
LEA School Superintendent/Director (Printed Name): Brian Friddle	Telephone: 517-521-3447 ext. 101

Signature of the LEA School Superintendent/Director: X _(signature)_	Date: 5-30-14
LEA School LEA Board President (Printed Name): Mike Chase	Telephone: 517-281-9466
Signature of the LEA Board President: X _(signature)_	Date: 5-30-14
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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GRANT SUMMARY

District Name: Webberville Community Schools **ISD/RESA Name: Ingham Intermediate School District**	**District Code: 33220** **ISD Code: 33000**
FY 2014 **School Improvement Grant – Section 1003(g)** **District Proposal Abstract**	

LEA Application Requirements

A. **SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Priority schools it will serve with a School Improvement Grant.**

From the list of eligible schools (Attachment I), an LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school. Detailed descriptions of the requirements for each intervention are in Attachment II.

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation
Webberville High School	04417				X

Note: An LEA that has nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools.

1.	**Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.**

In August, 2012, when we learned of our status as a Priority School, leaders in the school and district met to identify the data that put us in Priority School status. We analyzed data from MME and ACT test scores, student grades, pre- and post-test data, office referrals, attendance data, and at-risk markers. We examined our MME scores for the preceding four years, which were fluctuating, but remained below the state average. It was clear that the gap between our highest 30% and our lowest 30% was substantial, and needed remediation. Using the data available, we identified the students most at risk for poor performance and discussed ways to increase the scores of those students while continuing to show growth in other student scores. Meetings were held at grade, department, and administrative levels to identify issues that were standing in the way of student success. Community leaders were asked to identify issues that they saw outside of school, and students were polled to get their point of view. We took this data and discussed our findings with representatives from the SRO at MDE, including Louretta Cunningham-Powell, our State Monitor at MDE's Office of Education for Improvement and Innovation.

With this data in hand, we carefully considered our options and unanimously agreed that our school would be best served by the Transformation Plan. After reading through and discussing the four options given to priority schools, a team of administrators and teachers agreed that the Transformation Model would best serve our students, school, and district. The team had confidence in the professionalism and expertise of the creative and positive teachers on staff and felt that with more planning and preparation, it would assure the transformation of our school.

The team then took the news and decision to the staff of the secondary school to get their input and cooperation. After the initial shock, the staff, as a team, reviewed the 2008-09 through 2011-12 state and national assessment scores, along with 2011-12 classroom and grade level data, and chose the Transformation Model.   During the 2012-13 school year, the Transformation Plan was written by stakeholders, including administration, teachers, union leadership, and community members. Members of the Transformation Plan Steering Committee identified areas for improvement, including increasing student achievement scores by implementing comprehensive instructional reform strategies; extending learning and teacher planning time and creating community-oriented schools; providing operational flexibility and sustained support; and replacing the principal. As a requirement of the Transformation Model, it was determined that the principal through 2011-12, Tim Dowker, would be removed, and a search for a new principal would take place.

Each teacher was asked to develop comprehensive units, or edit existing units, to be sure that they were tied to the state benchmarks. Departments met to be sure that each teacher had the tools needed to meet the state requirements, and to be sure that each grade supported the one before and after it in the curriculum. Departments then met regularly to ensure continued focus and improvement including pre- and post-testing and routine formative assessment (Marzano, 14).

Although Webberville High School has always held community events, such as the senior breakfast each fall, we formed a parent group that met monthly to discuss school/home issues, created a booster group to help teachers with activities for students, and invited the community to participate in sporting events, a homecoming tailgate, and other school activities.

A commitment was made by teaching staff to put everything they could muster into increasing the performance of all students, and to put extra attention toward those who were lower achieving and needed the additional assistance. Many teachers identified students with whom they had a rapport and made sure to have a daily connection with them.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Maximum length 1 page

WCS has a close working relationship with the Ingham Intermediate School District (IISD) which has proven valuable in providing support for many business duties in our district. Through several agreements, the ISD provides many services to our district including technology support, professional development and instructional support. They also help us manage our 5.8 million dollar budget by completing an array of financial functions, including payroll, accounts payable, accounts receivable, purchasing, budget development and monitoring, financial compliance and reporting including grants. Through the IISD, we are able to access up-to-date financial information, easily make budget revisions, get assistance in fiscal planning, and make educated spending projections.   With up-to-date information, we are able to closely monitor revenue and spending and have maintained a minimum fund equity balance of 5% as required by Board policy, and a projected year-end fund balance of just over 7% as of June 30, 2014. The ISD will track and process grant monies through the system that is already in place and handling in excess of $15 million in federal and state grants. The firm of Maner Costerisan will serve as external auditors and would provide a single audit for SIG funds awarded to WCS.

To fully and effectively implement classroom strategies, staff members will attend eight to twelve scheduled hours of professional development each month. They will also be provided with on-going information about professional development opportunities, on line training, and webinars. This PD will provide teachers with timely research based instructional strategies resulting in significant student achievement. This will benefit not only current staff members, but will provide support to new teachers (IES Practice Guide, 4-5).

Technology, and the ability to use it, will provide comprehensive instructional strategies resulting in increased student achievement, and will allow timely access to student achievement data to guide daily instruction. All classrooms are equipped with projection equipment, and students will be provided one-to-one computing to enhance learning and engagement. Staff members are all technologically competent, and with SIG monies, will receive more technology training to enable them to use it to its fullest capability.   With students growing up in a technologically centered world, teachers should be trained in this area to deliver instruction in a format appealing to today's students.   The staff has spent a great deal of time writing unit plans that align to the state curriculum; through focused training, they can become more adept at delivering curriculum via student tablets with relevant and engaging applications. Home/school communication will be enhanced by updated classroom webpages. Students will be more accountable with the ability to find or clarify assignments, check grades, communicate with teachers, and upload homework from their tablets. With constant upgrades in technology, and teachers trained to use it, students will be more engaged as curriculum is delivered in a manner more motivating to them (Hattie, <u>Visible Learning</u>, 225).

We have made changes and improvements to create community-oriented schools where possible, but changes were limited to those that we could achieve with little or no money and little or no training. With School Improvement funds, the district will be able to increase the effectiveness of the WHS staff. The district will be able to expand the parent partnership group (PEOPLE), host training sessions for teachers and parents (IES Practice Guide, 6), provide additional Professional Development for teachers, focus on standard-based grading, and adopt other research based instructional strategies as they are identified.

Staff members are eager to continue monitoring student progress and improving motivation, and all high school teachers, including Association leadership support the SIG application. With SIG funds, teachers will be trained in research based methods that can be implemented to improve and sustain student achievement (IES Practice Guide, 6).

3. **For each Priority school, the LEA must describe actions taken, or those that will be taken, to Maximum length 3 pages:**
   a.   **Design and implement interventions consistent with the final requirements**

As we prepared our Transformation Plan, we realized that our poor performance was due not only to student performance, but to the training and understandings of current concepts by the staff as well. It was clear that interventions needed to be instituted for both staff and students. We quickly scheduled a data day where staff scrutinized student data from standardized tests to classroom behavior in order to determine the best starting point. We then looked for common early warning signs, and identified a strategy for improvement.

During year one of the Transformation Plan implementation in 2013-14, several school improvement strategies began at the district level. The district is committed to increasing student success and the Transformation Plan Steering Committee selected three initiatives on which to focus: increase mastery learning and increase rigor; expand our Multi-Tiered System of Support (MTSS) for instruction; and, improve student writing.

Our initial actions provided increased professional development in several areas including data analysis, data collection, curriculum alignment, unit development, targeted teaching, and collegial support. PD allowed teachers to target areas of focus and identify strategies already resulting in student success. Additional collaboration time and professional development will give teachers the tools to use blended learning, offer actionable feedback to students in a timely manner, and incorporate other best practices that will result in significant student achievement.

We offered collaboration opportunities to teachers in the areas of MTSS coach, professional development presenter, data coach, cross-curricular writing coach, and curriculum council member, to name a few (Hattie, Visible Learning, 120). After giving staff PD opportunities and opportunities to become more involved, we focused on students and how we could best help them.

An intervention already instituted is additional testing throughout the year to provide additional data for analysis, provide more frequent and reliable data for measuring student progress, and recognizing strengths and areas of concern. Having analyzed the data from standardized tests, grades, and student performance, we identified and targeted our most at risk population, primarily a subgroup comprised of economically disadvantaged students. Having identified this subgroup, a concerted effort was made to help motivate these students toward increased academic success.

After a year of addressing the initially identified areas of concern, we realized that we also need to focus on math, science, writing across the curriculum, and informational reading to improve overall student achievement. To raise student achievement, and particularly to help those who need scaffolding in their education, numerous programs were identified.

Implementation of items outlined in our Transformation Plan continues. We had success with the items incorporated already. We will continue to create and implement ACT/MME-like assessments and assessment practice in core courses, look at data, and survey parents, students, and teachers for needs assessment. In addition to the original interventions, PD will focus on using data to measure student progress and guide curriculum, standards-based grading, and making cross-curricular connections to better correlate instruction. We will continue our TLT initiative to enable collaboration (Institute of Education Sciences and the What Works Clearinghouse, 9). A focus on science and math will need to guide our intervention choices. Curriculum planning, unit design, and building a familiarity with state assessment format and content will help us determine the best ways to focus on recurring topics on high stakes tests. Finally, celebrating achievements through PBIS programs will help staff, students, parents, and the district celebrate student success.

We look forward to implementing a strong partnership between parents, community members, and school staff to create a strong support system, to help students achieve success, through frequent contact with parents, including positive communication and requests for parental support. In addition, training sessions will be offered for parents to provide them with information on teen behavior, school-to-home communication, services offered at the school to support parents and students, and other information as needed.

b. **Select external providers from the state's list of preferred providers**

Staff relies heavily on PD to connect content and pedagogy. WHS is committed to the process and believes a key to our success lies in the intensive support of our chosen providers. Vendors have been vetted by our SIP and supported by the DIP based on their experience with MI School turnaround, their review at MIDOE state level as approved providers, and their research based models aligned to our plan.

- Ingham ISD will be the main preferred provider of grant services, PD, MTSS support, curriculum alignment, PBIS, parent and community resources, technology services, and budget and funding oversight
- Flippen group will provide PD in curriculum and instruction, and climate and culture. Ongoing evaluation is an essential part of improvement. Interventions must be implemented fully and with fidelity to achieve maximum effect. As an external provider, The Flippen Group will provide our district with the expertise of our research team to offer a comprehensive array of services to ensure effective implementation of reform strategies.
- Apple, technology PD and support

c. **Align additional resources with the interventions**

Fundamental change 1) Curriculum Alignment to State Standards and Tests

As a result of the Transformation Plan, teachers edited or developed unit plans to ensure alignment with state standards and assessments. This is an on-going process to ensure that proper curriculum is delivered to enable students are be prepared for state standardized tests (Institute of Education Sciences and the What Works Clearinghouse, 5). This is an arduous task that could be more easily accomplished with continuous professional development that focuses curriculum and teaching on standards based assessments, best practices, Common Core State Standards or HSCEs, sustainability, engagement and motivation, and clear learning targets. Some professional development topics would include the following:

- Curriculum Development Training/Curriculum Leadership
- Course Pacing Guides
- Training on Tests/Assessments to be rolled out in 2014-15 (recurring topics on high stakes tests)
- Looping Guides for recurring topics on high stakes tests
- Common Core State Standards Training
- Student Test Preparation (Program and in-school)

Fundamental change 2) Climate and Culture and Student Motivation and Engagement

A caring and dedicated staff is important to providing a safe and productive atmosphere in which students feel comfortable enough to take the risks necessary to challenge themselves. Staff will be trained, via Capturing Kids' Hearts, offered by the Flippen Group, in ways to make solid, meaningful connections with students. Other programs and interventions such as CHAMPS and PBIS will be implemented to meet this goal (IES, 6).

The need to change WHS students' perception of and involvement in their own education is tantamount to their success. One way to encourage student engagement is to appeal to the technological and tactile nature of teens, while addressing the climate and culture to provide a supportive environment for learning. This will be accomplished through manipulatives, technology, media, and other enticing teaching tools, such as the following:

- Gizmos (multiple content areas)
- Reflex (math program)
- 1:1 Technology Devices (iPads)
- Digital Textbooks (same as being used in the classroom)
- Applications (as needed)

Fundamental change 3) Parent and Community Involvement

The position of Family/Community Liaison, as required by the SIG, will play an important role in this change. The Liaison will establish a conduit between school and home that will make the partnership between parents and teachers stronger and better able to meet the needs of students. Through this increased communication between school and home parents will be able to keep abreast of their child's grades, test scores, assignments, and other school activities. Several other programs and interventions will be put in place to promote this connection. In addition, community members and businesses will be encouraged to support the school and students through increased involvement and offering of services. Families will receive support and improved communication through the following:

- informational sessions
- parent training
- surveys
- family activities
- school events
- on-line student planner
- school and teacher websites
- social media

A Mental Health Specialist will be employed to support students and families and to communicate student needs to parents and other adults who can positively impact a student's well-being. This person will align external agencies and other resources to students and their families, and can help guide students through the often tumultuous time of high school to help them navigate personal and academic success.

d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

To enable WHS to implement the interventions outlined, many actions have been, or will be taken. With these changes, we have the ability to fully and effectively affect student achievement. Among these changes are the following:

- Replaced principal
- Instituted tutoring before and after school
- Increased professional development offerings
- Will embed PD into calendar
- Will extend school day
- Will offer dedicated intervention courses
- Will provide Summer school opportunities
- Improved teacher observation process/tool; Instructional Rounds
- Developed Data days
- Modified behavior management plan (e.g., increase use of positive behavior supports and use of CHAMPS program)
- Promoted leadership within departments through Building Leadership Team (BLT, all dept. chairs and building administrators)
- Continued New Teacher/Mentor Training
- Will institute Standards-Based Grading

e. Sustain the reforms after the funding period ends

As a result of the intensive PD during the grant period, WHS staff will be highly trained and will be able to act as coaches and mentors for instructional practices for new staff and other districts. To fully realize the benefits of the SIG it is important that reforms and teacher training be completed by the end of the grant period and that staff be retained, not only for the duration of the SIG, but for the long-term.   Retention of trained teachers is paramount to continuing the forward movement of the district. To encourage teacher commitment, incentives will be proffered at the beginning of the grant period. By retaining staff, the strategies learned through training will be sustained well after the grant has ended (Institute of Education Sciences and the What Works Clearinghouse , 23).

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application. *Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:*

Action Step	Person Responsible	Start Date	End Date	Success Metric
1. Longevity Pay, document participation	Brian Friddle	June 1, 2017	June 30, 2017	85% retention
2. Additional Instruction Time, document participation	Brian Friddle/ Grant Coordinator	September 1, 2014 September 1, 2015 September 1, 2016	June 30, 2015 June 30, 2016 June 30, 2017	Completion of the Calendar Year
3. Additional Days of Instruction, document participation	Brian Friddle/ Grant Coordinator	September 1, 2014 September 1, 2015 September 1, 2016	June 30, 2015 June 30, 2016 June 30, 2017	Completion of the Calendar Year
4. Additional PD, document participation	Kathy Pierman/ Grant Coordinator	September 1, 2014 September 1, 2015 September 1, 2016	June 30, 2015 June 30, 2016 June 30, 2017	Completion of the Calendar Year
5. Embedded PD, document participation	Kathy Pierman/ Grant Coordinator	September 1, 2014 September 1, 2015 September 1, 2016	June 30, 2015 June 30, 2016 June 30, 2017	Completion of the Calendar Year
7. Growth Incentive, review assessment	Brian Friddle/ Grant Coordinator	September 1, 2014 September 1, 2015 September 1, 2016	June 30, 2015 June 30, 2016 June 30, 2017	1.5 X Annual Achievement Target X 2 Core areas
8. Grant Coordinator, interview, select, hire, orientation	Brian Friddle, hiring committee	August 1, 2014	June 30, 2017	Successful Implementation, Significantly Increased Student Achievement , 3% point above AAT annually
9. Data Coach, interview, select, hire, orientation	Brian Friddle, hiring committee	August 1, 2014	June 30, 2017, to be continued with staff stipend	Fully trained staff members and regularly used data templates, implementation of digital dashboards
10. Family Liaison, interview, select, hire, orientation	Brian Friddle, hiring committee	August 1, 2014	June 30, 2017	A fully implemented parent communication, activity, and training

				program
11. Mental Health Services Support, interview, select, hire, orientation	Tiffany Wright, hiring committee	August 1, 2014	June 30, 2017	Increased attendance, increased student achievement, and reduced discipline by 5%
12. Math/Reading Specialist, interview, select, hire, orientation	Tiffany Wright, hiring committee	August 1, 2014	June 30, 2017	Increased student achievement and Lexile scores, a year and a half growth for 80% of participants
13. Transportation, schedule as needed	Tracey Moore	September 1, 2014	June 30, 2017, will be continued on a limited basis	5% Increased participation, increased student achievement, credit recovery, and increased graduation rate
14. Digital Dashboard, class implementation, review through guidance lessons	Mike Lilly/ Instructional Technology Specialist	August 18, 2014	June 30, 2017, will be continued on a limited basis	Increased participation, increased student achievement, credit recovery, and increased graduation rate, 100 % participation
15. Fantastic Fridays/Terrific Tuesdays/ Webberville Wednesdays, implement during lunch	Student Council staff and students	September 9, 2014	June 30, 2017, will be continued on a limited basis	Increased participation and higher attendance rates 2% on the specific day, target low attendance day
16. Webberville Rewards Program, implement during first week of school	Kathy Pierman/ ROOTS/Family Liaison	September 1, 2014	June 30, 2017, will be continued on a limited basis	Increased participation and higher attendance rates, measure participation, monthly recognition
17. Hallway Monitors, install and prepare media	Mike Lilly	September 1, 2014	June 30, 2017	Recognition of students, and improved communication with students and staff, daily messages to the school community
18. 9th grade transition, begin program in 8th grade to work on 6 year plan and	Kathy Pierman/ Family Liaison/	September 1, 2014	June 30, 2017, will be continued	5% Increase in the amount of freshmen courses passed

career assessment				
19. Summer School Program, implement in spring	Kathy Pierman/ Intervention Coordinator	June 15 annually	August 15 annually	Credit Recovery and increased graduation rates, 5% reduction in the number of courses that students need to make up
20. Before/After School Tutoring, select location and staff support	Kathy Pierman/ Family Liaison/ Intervention Coordinator	September 1, 2014	June 30, 2017, will be continued	Increased participation, increased student achievement, 5% increased assignment submittal, credit recovery, and increased graduation rate
21-26. The Flippen Group (Capturing Kids' Hearts, Common Core Connection, Focused Coaching, transportation), schedule PD	Kathy Pierman and Andrew Smith/ Grant Coordinator/ Intervention Coordinator	September 1, 2014	June 30, 2015	Improved Climate and Culture, increased participation, increased student achievement, and 5% increase of submission of student work
27. Ascend Math, class implementation	Tina Haskell	September 1, 2014	June 30, 2017, will be continued	Increased student achievement and increased math scores on state assessments
28. E-books, install in student devices and utilize in class	Gary Franks	September 1, 2014	June 30, 2017, will be continued	Increased student achievement and increased math and reading scores on state assessments
29. TeachBoost, PD through ad team meeting	Tiffany Wright	September 1, 2014	November 30, 2014 will be continued	Successful completion and documentation of staff evaluations, saving 20% on evaluation management
30. CHAMPS, class implementation	Andrew Smith	September 1, 2014	June 30, 2017, will be continued	Increased attendance, increased student achievement, and reduced discipline
31. REWARDS PLUS, class implementation	Andrew Smith	September 1, 2014	June 30, 2017, will be continued	Increased attendance, increased student achievement, and reduced

				discipline
32. REWARDS, class implementation	Andrew Smith	September 1, 2014	June 30, 2017, will be continued	Increased attendance, increased student achievement, and reduced discipline
33. REWARDS Writing, class implementation	Andrew Smith	September 1, 2014	June 30, 2017, will be continued	Increased attendance, increased student achievement, and reduced discipline
34. ALEKS, class implementation	Elena Krumrei	September 1, 2014	June 30, 2017, will be continued	Increased student achievement and increased math scores on state assessments
35. Read 180, class implementation	New Staff	September 1, 2014	June 30, 2017, will be continued	Increased student achievement and increased reading scores on state assessments, a year and a half growth for 80% of participants
36. STAR Math & Reading, class implementation	Tina Haskell	September 1, 2014	June 30, 2017, will be continued	Increased student achievement and increased math and reading scores on state assessments, a year and a half growth for 80% of participants
37. Math Manipulative, class implementation	Tina Haskell	September 1, 2014	June 30, 2017, will be continued	Increased student achievement and increased math scores on state assessments
38. Supplemental texts for one to one devices, install in student devices and utilize in class	Core Teachers/ Instructional Technology Specialist	September 1, 2014	June 30, 2017, will be continued	Increased student achievement and two plus hours a week of engagement while out of school
39. Classroom Resources, class implementation	Core Teachers	September 1, 2014	June 30, 2017,	Increased student achievement and student engagement
40. BrainPop, class	All teachers/	September 1, 2014	June 30, 2017,	Increased student

implementation	Instructional Technology Specialist			achievement and student engagement
41. Staff Acquisition, interview, select, hire, orientation	Brian Friddle	August 1, 2014	June 30, 2017	Great recruitment classes that meet our specific needs, see job description,
42. TI-Nspire Calulators and software, class implementation	Travis Brown	September 1, 2014	June 30, 2017, will be continued	Increased student achievement and increased math scores on state assessments
43. Gizmos, class implementation	Science Teacher, Jen Andrecheck	September 1, 2014	October 2014	Increased science scores on state wide assessment and course success rates
44. Digital Signage, order and install, train on usage and set policy	Kelly Sweethouse/ Brian Friddle	September 1, 2014	December 30, 2014	Recognition of students, and improved communication with parents, daily messages to community
45. Technology: One to One Initiative, selection, pur-chase and implementation	Mike Tilley/ Instructional Technology Specialist /Data Support Coach	September 1, 2014	June 30, 2015, to be continued with district funding	Fully trained staff members, fully implemented blended instruction, flipped classrooms, engaged students, and increased student achievement, implementation of the digital dashboard and more
46. Classroom Technology Set Up, selection, purchase and	Mike Tilley/ Instructional Technology Specialist	September 1, 2014	December 30, 2014, to be continued with staff stipend	Fully trained staff members, fully implemented blended instruction, flipped classrooms, engaged students, and increased student achievement
47. Chem E-Text Supplement, class implementation	Jen Andrecheck /Instructional Technology Specialist	September 1, 2014	October 2014	Increased science scores on state wide assessment and course success rates

48. Chem Lab Generator, class implementation	Jen Andrecheck /Instructional Technology Specialist	September 1, 2014	October 2014	Increased science scores on state wide assessment and course success rates
49. Why it Matters Video, class implementation	Jen Andrecheck /Instructional Technology Specialist	September 1, 2014	October 2014	Increased science scores on state wide assessment and course success rates
50. Chem Teacher One Stop, class implementation	Jen Andrecheck /Instructional Technology Specialist	September 1, 2014	October 2014	Increased science scores on state wide assessment and course success rates
51. Physics E-pub, class implementation	Jen Andrecheck	September 1, 2014	October 2014	Increased science scores on state wide assessment and course success rates
52. Physics Virtual Investigations, class implementation	Jen Andrecheck	September 1, 2014	October 2014	Increased science scores on state wide assessment and course success rates
53. Merriam Webster Spanish-English dictionaries, use in class	Jackie LaRosa	September 1, 2014	Ongoing	Increased success in world language and student engagement
54. Harry Potter y la piedra filosofa, use in class	Jackie LaRosa	September 1, 2014	Ongoing	Increased success in world language and student engagement
55. Harry Potter y la camara secreta, use in class	Jackie LaRosa	September 1, 2014	Ongoing	Increased success in world language and student engagement
56. La Casa en Mango Street, use in class	Jackie LaRosa	September 1, 2014	Ongoing	Increased success in world language and student engagement
57. Los Juegos del Hambre, use in class	Jackie LaRosa	September 1, 2014	Ongoing	Increased success in world language and student engagement
58. Instructional Technology Specialist	Brian Friddle, interview	August 1, 2014	June 30, 2017, to be	Fully trained staff members and daily using

interview, select, hire, orientation	committee		continued with staff stipend	technology in the course content, implementation of digital dashboards
59. Intervention Coordinator, interview, select, hire, orientation	Brian Friddle, interview committee	August 1, 2014	June 30, 2017, to be continued with staff stipend	Fully trained staff members that are providing specific intervention on a daily basis
60. Transition Coordinator, interview, select, hire, orientation	Brian Friddle, interview committee	August 1, 2014	June 30, 2017, to be continued with staff stipend	100% participation in 6 ear plans, increase % of college placement
61. Ingham ISD Support 95 days of Support, schedule staff and PD	Mary Jo Wegenke	September 1, 2014	June 30, 2017, will continue support with block grant	80% of students at level I in MTSS, fully trained staff in data analysis.

f.   Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds.

Annual goals for WHS student achievement on the State's assessments in all subjects will meet the minimum state requirement projection of 85% proficiency rate in each tested area by 2022. As a Priority School, we are expected to meet an Annual Measurable Outcome (AMO) to show continual improvement. WHS has set goals in each content area that are 1.5 times the AMO. Because of our low ranking and Priority School status, we have set a higher achievement goal than would otherwise be required so that we can meet the needs of our current student body. Making bigger immediate gains earlier in the process will put us in a position to meet the 85% proficiency rate earlier than the 2022 deadline.   With teachers well trained in Common Core State Standards and HSCEs, best practices, research based instruction, clear learning targets, formative assessment, and many other programs and interventions designed to attain significant student achievement, we believe that the increase in student achievement will be not only reachable, but sustainable (IES Practice Guide, 6).

g.   For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)

h.   Describe the goals established (subject to approval by the SEA) in order to hold accountable its Priority schools that receive school improvement funds. (No response needed.)

8. **As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools.   Describe how this process was conducted within the LEA.** **Maximum length 1 page**

In August, 2012, when we learned of our status as a Priority School, leaders in the school and district met to identify the data that put us in Priority School status. Using data available, we identified the students most at risk for poor performance and discussed ways to increase the scores of those students while continuing to show growth in other student scores. Meetings were held at grade, department, and administrative levels to identify issues that were standing in the way of student success. Community leaders were asked to identify issues that they saw outside of school, and students were polled to get their point of view. With this data in hand, we carefully considered our options and unanimously agreed that our school would be best served by the Transformation Plan.

Leaders from WHS met with relevant stakeholders (members of the school board, parents, and community members) to inform them of the Priority School status and encourage them to work together with WHS staff to make a positive difference in improving the school. The community was supportive of reform initiatives (Institute of Education Sciences for What Works Clearinghouse, 18).

Teachers and building leaders, as well as parents and community members were identified to help write the Transformation Plan. Input was also gathered from the parent group PEOPLE. Once the Transformation Plan was written, parents were invited to serve on an advisory committee that met several times per year to review data and suggest revisions. A list of these names can be found at the bottom of our Transformation Plan.

Student groups were invited to participate in the process of changing the culture and climate of the school and to help make focused change to support significant student achievement. Several school groups participated in the process through assemblies, posters, and events to bolster school pride and enthusiasm for positive change.

Communication to all staff of the goals of the Transformation Plan was made a priority. Teachers collaborated to produce curriculum units that were aligned with State Standards and assessments and provided engaging, data driven activities to increase student achievement.

MTSS tier II and tier III interventions were put in place to help bring struggling and at-risk students to grade level. Other interventions were used to monitor student progress to make data driven decisions to improve curriculum (Lou Danielson, "Using a Response to Intervention Framework to Improve Student Learning").

During year one of the Transformation Plan implementation, we worked closely with our State Monitor, district and building leaders, staff, community members, parents and students to assess our progress and determine how to move forward with programs and interventions. When we learned about the grant opportunity, we reassessed our needs to move forward with additional programs and interventions to be supported by the SIG.

A.   BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

o   The LEA must provide a budget *(see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—

   o   Implement the selected model in each Priority school it commits to serve;

   o   Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools; and

   o   Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA's application.

   Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.

   An LEA's budget for each year may not exceed the number of Priority schools it commits to serve multiplied by $2,000,000.

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District: Webberville Community Schools		District Code: 33220
	Address of District: 309 E. Grand River Ave.		
	City and Zip Code: Webberville, MI 48892		Name of County
	Name of Contact Person: Kathleen A. Pierman	Title: Principal	Telephone (Area Code) (517) 521-3447 ext. 312
CONTACT PERSON	Address: 309 E. Grand River Ave.	City: Webberville	Zip Code: 48892
	E-Mail Address: kpierman@webbervilleschools.org	Facsimile (A.C./No.) (517) 521 -4740	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date 5-30-14

SIGNATURE OF LEA BOARD PRESIDENT

Date 5-30-14

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SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Webberville High School	04417	Kathleen A. Pierman, Principal	
Mailing Address (Street)		Signature	
309 E. Grand River Ave.			
City	Zip Code	Telephone (Area Code/Local Number)	Date Signed (m/d/yyyy)
Webberville	48892	(517) 521 - 3447	5-30-14
Name and Title of Contact Person		Mailing Address (If different from agency address)	
Kathleen A. Pierman, Principal		same	

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SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). *Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.*

1. BUDGET SUMMARY FOR: Webberville High School

BUDGET OBJECTS:

See Excel budget document

WEBBERVILLE
COMMUNITY SCHOOLS

Administration Office
309 East Grand River
Webberville, MI 48892

Proud of Our Past, Promoting Our Future

May 27, 2014

To the SIG Selection Committee:

This letter serves as support by the Webberville Board of Education for Webberville High School and its staff to implement a school improvement process in order to bring about significant change in student opportunity and academic achievement. The Board intends to support the school and will encourage building level decision making throughout the entire grant.

We understand that this process will involve changes to the school calendar. Although we previously extended our school calendar beyond state requirements, we will amend the calendar to include additional time for instruction and professional development. We see many of these changes as being long-term and sustainable. In addition, we support the administration in the implementation of an aligned common core curriculum delivered to students electronically to give students access to the information on demand and in a very engaging manner. Furthermore, we support giving the principal autonomy in staff placement in order to better serve the programs and activities outlined in the grant.

In order to give the decision making ability to those most directly involved in the process, we support training staff to effectively use data to drive the educational process in individual classrooms. We are confident that these tools, along with other professional development designed to enhance achievement in the classroom, will result in higher student achievement.

We unanimously support the staff of Webberville High School in their continuous improvement cycle and anticipate that with the support of the school improvement grant we will see significant growth in student achievement.

This Statement is individually and collectively supported by all members of the Webberville Board of Education: Mike Chase, Chris Hondzinski, Matt Kulaga, Amy Coe, Jennifer Lycos, Scott Sparkia, and Bill Rozema.

Mike Chase, President

Chris Hondzinski, Vice President

Matt Kulaga, Treasurer

Amy Coe, Secretary

Scott Sparkia, Trustee

Bill Rozema, Trustee

Jennifer Lycos, Trustee

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return these pages with the completed application.**

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C.

7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend $500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

I.   Engage in severe forms of trafficking in persons during the period of time that the award is in effect,

II.   Procure a commercial sex act during the period of time that the award is in effect; or

III.   Use forced labor in the performance of the award or sub awards under the award.

IV.   Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at $25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to the MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates $25,000 or more in Federal funds that does not include Recovery funds (as

defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

IN ADDITION:
This project/program will not supplant nor duplicate an existing School Improvement Plan.
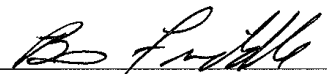
SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:
1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.

5. This grant is to be used to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.

6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with School Improvement funds.

7. If the recipient implements a restart model in a Priority school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.

8. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

9. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding

10. The recipient must report to the SEA the school-level data required under section III of the final requirements.

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

DATE _5/31/14_

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

SIGNATURE
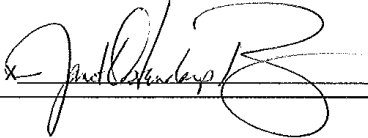
YPED NAME/TITLE: _____Brian Friddle, Superintendent_____

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SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Webberville High School School Building Code: 33220	Mailing Address: 309 E. Grand River Ave. Webberville, MI 48892
School Building Contact for the School Improvement Grant Name: Kathleen A. Pierman Position and Office: Principal Webberville Middle and High School Contact's Mailing Address: 309 E. Grand River Ave. Webberville, MI 48892 Telephone: 517-521-3447 ext. 312 Fax: 517-521-4740 Email address: kpierman@webbervilleschools.org	
LEA School Superintendent/Director (Printed Name): Brian Friddle, Superintendent	Telephone: 517-521-3447 ext. 101

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Signature of the LEA School Superintendent/Director: X _(signature)_	Date: 5-30-14
LEA School LEA Board President (Printed Name): Mike Chase, Webberville Board of Education President	Telephone: 517-281-9466
Signature of the LEA Board President: X _Michael Chase_	Date: 5-30-14
Building Principal (Printed Name): Kathleen A. Pierman, Principal	Telephone: 517-521-3447 ext. 312
Signature of the Building Principal X _(signature)_	Date: 5-30-14
Union Representative (Printed Name): Janet Reifenberg, Webberville Education Association President	Telephone: 517-521-3447 ext. 357
Signature of Union Representative: X _(signature)_	Date: 5-30-14
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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Section A

1. Analysis of data. Maximum length 1 page

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the Michigan Educational Assessment Program (MEAP), Mi-Access or the Michigan Merit Examination (MME), poverty level, graduation data, extended learning opportunities, etc., and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data Analysis and School Process Rubric Summary report. Consider how subgroups within the school are performing and possible areas to target for improvement. Do not attach the building CNA.

What sources of data did the school use in their analysis?
As a result of Webberville High School's classification as a Priority School in August, 2012, the Transformation Model was chosen as the Intervention, and a Transformation Plan Steering Committee was created to analyze data, such as ACT and MME results, Aimsweb benchmark scores, behavior data, attendance data, classroom grades and pre- and post-tests, at-risk numbers, failure rates, gap analyses, historical data, and trend data. Although we had a seemingly large amount of data, we found that we had inadequate data for our needs and identified a need to include MTSS support in the analysis of multiple types of data to offer an insight into students' performance (IES Practice Guide, 4-5).

Based on the analysis, what are the major areas of need that the school's plan will target?
Upon reviewing the available data, the Transformation Plan Steering Committee created the Transformation Plan with a focus on addressing the gap in student achievement, and the overall proficiency rates that led to our identification as a Priority School. We looked for ways to impact the areas that would offer the best results. The information from the data indicated a need to align curricula to state standards and tests to improve test scores. Although teachers had thorough lesson plans, they needed to use gap analyses to be sure all curricula were aligned with state standards. Data also showed a need to address the climate and culture of the school and the resulting lack of student motivation and engagement. It appeared that students often had a disconnect from subjects or teachers and that we needed to improve factors that make curriculum relevant and engaging, and find ways to make better personal connections with students.   It also became apparent that communication between home, school, and students was lacking. Parents did not seem to know what their children were doing in the classroom, students didn't keep close tabs on their work, and assignments were not always being completed. To bridge this gap, a Family and Community Liaison will be hired to be sure that there is good communication between school and home.

Identify 3 things that the school will fundamentally change for turnaround to be successful.
Three things that we feel will bring about the most substantial turnaround are as follows:
1. Curriculum Alignment to State Standards and Tests
2. Climate and Culture and Student Motivation and Engagement
3. Parent and Community Involvement

2. School Building Capacity – Resource Profile Maximum length 1 page

a. The MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:
- School Improvement Grant Coordinator/Facilitator (may not be the school principal)
- Family liaison position
- Data Coach
- Funding to support mental health services

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.

c. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

General Funds X Title I Part A Title I Schoolwide X Title I Part C Title I Part D	Title I School X Improvement (ISI)	Title II Part A X Title II Part D X USAC - Technology	Title III
Title IV Part A Title V Parts A-C	Section 31 a X Section 32 e Section 41	Head Start Even Start	Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.)			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded. **Maximum length 1 page**

     a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The Superintendent of Webberville Community Schools and the Principal of Webberville Middle and High School attended the MDE SIG rollout meeting to gather information. Both were immediately interested in moving forward to gain further assistance for the students of Webberville. When they brought the idea to the staff of Webberville High School, all teachers were excited. Eight staff members (three administrators and five teachers) worked together to write the grant, with department leaders contributing ideas for school improvement, the budget, and interventions. Throughout several staff meetings, brainstorming sessions, research, work time, and emails, ideas were shared by staff for the grant application.

     b. Explain the district and school's ability to support systemic change required by the model selected.

Webberville Community Schools has the ability to support the systemic change required by the Transformation Model as evidenced by the improvements made during year one implementation, as well as plans to incorporate changes identified throughout the school year.   The cohesive staff of Webberville High School has already begun the work of raising ACT and MME proficiency rates, both of which have increased during the 2012-13, and 2013-14 school years. With additional funding for interventions, training, and professional learning, we expect to see growth continue to expand and result in significant student achievement.

     c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

Two union leaders were members of the SIG writing team, and the union supports the ideas proposed in this application. A Letter of Agreement will be in place to expand the building's school day by five minutes while increasing instructional time by 10 minutes total each day, extend the length of the calendar, add professional development, and offer additional pay for professional development, after-school tutoring, summer school, and presentation of professional development to peers. Merit pay would also be affected by increased test scores, and would be a component of the LOA. We expect the LOA will be signed before the beginning of the school year.

4. School Improvement Plan

Attach School Improvement Plan **(DO NOT insert here, upload as a separate file)**

5. External Provider Selection
Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. Maximum length 1 paragraph
WCS has relied on the Ingham Intermediate School District (IISD), an MDE pre-approved external provider, for many services over the past decade. We will continue to use the IISD for many of our external needs. We will also use The Flippen Group, another MDE pre-approved external provider, for PD and consulting. Should the need arise for other external providers, we will select providers from the MDE pre-approved list.

6. Alignment of Resources
Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection. Maximum length 1 page
a.   Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.
As part of the Ingham County Consortium, WCS is able to post job vacancies within the IISD system, as well as view potential candidates via the Applitrack system. In order to attain the best teaching staff, funding from the grant will be utilized to subscribe to job search sites to access a bigger pool of qualified candidates. Potential candidates will be asked to teach exemplary lessons in their subject areas for a panel of staff members, students, and parents.
With SIG funds, the following positions will be added to our staff:
- Grant Coordinator
- Community Liaison
- Mental Health Specialist
- Data Support Coach
- Peer-to-Peer and Transition Teacher
- Instructional Technology Specialist
- Intervention Coordinator
- Reading and Math Interventionist

b.   Describe how community resources will be aligned to facilitate implementation of the intervention selection.
The building principal will have the right of assignment to dedicate staff and resources to the greatest areas of need. The teachers with the skills to address the students with the highest needs will be assigned accordingly. District funding will be prioritized for the high school, including funds from Title I, Title II, and 31A programs. Over the life of the grant, resources and funds will be allocated to prepare for sustained staffing and programming. Title I funding will be a new revenue source, with funds allocated to these new programs and interventions. Title II funding will be allocated to provide professional development for staff to enable staff to sustain the initiatives included in this grant. At-Risk 31A funds will be directed toward Level II and Level III interventions to support students who have the most need. District resources will be allocated to cover interventions, provide paraprofessional services, and stipends to continue all of the successful programs that will be implemented through the grant.

Posted positions will include incentives ensuring qualified applicants for each position. The building staff will interview candidates to fill the roles and meet the specific needs of the high school. Each candidate will be selected based on how well he meets the requirements of the respective position.

Community resources will be allotted to the high school to meet the needs of the specific goals in the Transformation Plan and SIG. Adult tutors will be assigned to students in the Level II and Level III

interventions to increase the support for these students. Additional resources and funding that come into the district will be used to supplement programs that significantly increase student achievement.

The Intervention Coordinator and Community Liaison will work in concert to compile a list of local community resources to be utilized in various intervention implementations. Examples include working with neighboring school districts on standards-based grading and building upon the current parent involvement group (PEOPLE). Our school improvement team will pursue ongoing opportunities to expand this list of community partnerships through a community mapping process.

7. Modification of local building policies or practices
Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed. **Maximum length 1 page**
a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.
Extended learning time will be scheduled by both lengthening the school year and the school day. We will add five minutes on to the end of the school day and reduce five minutes from lunch for an additional ten instructional minutes per day. We added eight days to the calendar in 2013-14 and will add an additional four days in 2014-15 for a total of 178 days. This will result in 1,206 total hours of instruction in the school year (Hattie, Visible Learning and the Science of How We Learn, 36). Eight hours of the professional development time each month will be embedded into the calendar on days that were previously days off for staff and students. Five months out of the school year, PD days have been added to the calendar to offer extended professional development. Additionally, at least four months out of the year, professional development will be offered with substitute coverage for teachers by department and/or grade levels, allowing teachers to collaborate and learn, while keeping students to stay in the classroom. Previously, three full days of PD were offered to teachers, with three one-hour after school PD meetings on average per month, for a total of 46.5 hours. During 2014-15, 24.5 dedicated PD days will be offered to teachers, with 12 hours of embedded PD (with sub coverage) and an average of 3 hours a month of after school Teacher PD, for a total of 198.25 hours of PD, for an increase in PD of 151.75 hours over the previous year.   This is expected to continue throughout the SIG period.

b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.
Focusing on curriculum by continuing to build engaging local units of study based on state standards and assessments in each core area, coupled with appropriate pacing guides and looping schedules to address highly tested items on state assessments, will aid students in setting goals for their own improvement. Classroom formative assessments that work along with these and other data sources will help address student assessment scores by keeping students engaged.

During the 2013-14 school year, "teaching bell to bell" was a theme we heard often. Engaging students was regularly a focus of the State Monitor, our own administrators, and was mentioned during staff PD. With additional funding in the 2014-15 school year, we will provide resources and strategies to teachers to help them ensure that each minute of class is driven by instruction for student engagement (Hattie, _Visible Learning for Teachers_, 171).

We also seek interventions to ensure teachers incorporate PBIS techniques to encourage positive student behavior, personal responsibility, and preparedness. Positive Behavior Intervention Supports, technology (1:1 device implementation beginning 2014-15), Instructional Rounds (focused visits for

improvement by administrators), TLT (Feldman), and Reading Apprenticeship will promote student engagement, student-chosen goals, and significant student achievement as a result (Schoenbach, Greenleaf, and Murphy, 225).

8. Timeline –
Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

Year 1 Planning Timeline: 2014-15   Webberville High School

May	☐ Orient and collaborate with school and central office staff on the School Improvement Grant (SIG). ☐ Review and analyze multiple sources of student data, technology data, perception data, curriculum data and school improvement plans to identify needs. ☐ Determine grant writing team. ☐ Collaborate with staff strategies to include in the SIG. ☐ Meet with outside partners to collaborate on the planning process (Ingham ISD, Flippen Group, MDE, etc.) ☐ Write, Revise and submit first draft of SIG grant application. ☐ Submission of SIG into MEGS+ system.
June	☐ Set Year 1 calendar dates in conjunction with stakeholders and external providers. ☐ Continue collaboration with staff to research best practices in behavior, transforming the building culture, math, English language arts (ELA) and an effective Response to Intervention MTSS model. ☐ Develop communication plan that keeps all stakeholders updated about the SIG. ☐ Determine Human resource needs for grant implementation and develop job descriptions and postings. ☐ New positions to support SIG will be posted. ☐ Applications for new positions will be gathered and top candidates chosen. ☐ Interviews for grant-funded positions, as well as any necessary teaching and support staff, will take place.
July	☐ Interviews for grant-funded positions, as well as any necessary teaching and support staff, will continue. ☐ Any necessary teaching and support staff hiring will be completed. ☐ Recommendations for personnel to fill grant-funded positions will be made to the Board of Education for approval pending grant acquisition. ☐ Begin planning professional development that will have a positive impact on student achievement and attitudes toward learning. ☐ Administrative team begins to set short-term and long-range planning goals/benchmarks. ☐ Begin planning external providers such as Ingham ISD, Flippen Group, etc. ☐ Notification of SIG approval and award of SIG funds.
August	☐ Host an informal BBQ to address questions and concerns of staff. ☐ Finalize planning and set 1st year goals with external providers such as Ingham ISD, Flippen Group, etc. ☐ Review and revise and submit final draft of SIG. ☐ Post for Science Department Chairperson. ☐ Two-week PD for all teaching staff Aug. ☐ Capturing Kids' Hearts 3-day PD training for all staff through Flippen Group. ☐ Common Core Connection 3-day PD for math and ELA departments through the Flippen Group. ☐ Focused Coaching 3-dayPD for Administrators and Teachers (non-ELA and non-math)

	through the Flippen Group.
	☐ Initial Training for Reading Apprenticeship will take place.
	☐ PBIS Team will meet and develop PBIS program for Fall 2014 implementation.
	☐ Develop comprehensive professional development schedule for year 1 and schedule visits for internal staff, outside consultants, state staff, etc.
	☐ Ensure alignment of other budgets/plans to School Improvement activities and SIG.
	☐ Purchase technology materials and begin implementation of technology plan.
	☐ Provide Positive Behavior Intervention Supports (PBIS) training to all teaching staff.
	☐ Submit School Improvement Plan (SIP) to state.
	☐ Develop plans for MME (or new state test) standards review according to our data.
September	☐ Initiate implementation of grant.
	☐ Initiate embedded Teacher PD with rotating sub coverage.
	☐ Initial screening for all students using AIMSWEB testing system.
	☐ Training for leadership team and staff on AIMSWEB data interpretation.
	☐ Provide a presentation to WCS Board of Education to explain key elements of the grant.
	☐ Plan and create goals, in conjunction with external providers, for development and/or updating of curriculum guides, course descriptions, pre- and post-testing, and other formative/summative assessments.
	☐ Begin development of MTSS model in conjunction with Ingham ISD, including standardized progress monitoring tools.
	☐ Schedule PBIS training for all non-teaching employees.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation.
	☐ Host Parent and Community events.
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Plan and purchase individual classroom libraries.
	☐ Review technology needs, develop a purchasing plan and identify goals with District Technology Administrator.
	☐ Continue to provide comprehensive PD outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
October	☐ Ongoing collaborative meetings among teachers at grade levels to support implementation of curriculum and alignment.
	☐ PD Day
	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Host Parent and Community events.
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.

	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
November	☐ PD Day
	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Host Parent and Community events
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Conduct two training days for Reading Apprenticeship.
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Plan and purchase books for the school library.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
December	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Host Parent and Community events.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation.
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
January	☐ PD Day
	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Host Parent and Community events
	☐ Conduct ongoing facilitation of Learning Teams.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Mid-year data review and reporting by Scholastic (Read 180)
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Mid-year benchmark assessment using AIMSWEB.
	☐ Review plan, in conjunction with external providers, for development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative as-

	sessments. ☐ Begin planning for Tier 2 PBIS interventions. ☐ Submit updates and progress of School Improvement grant to WCS Board of Education. ☐ Review state assessment data results to revise plan as needed. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. ☐ Meet with counseling team to discuss class scheduling for 2015-16 as it relates to the SIG.
February	☐ PD Day ☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monitor implementation of technology plan. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Training for leadership team and staff on AIMSWEB data interpretation. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. ☐ Meet with counseling team to discuss class scheduling for 2015-16as it relates to the SIG.
March	☐ Embedded Teacher PD with rotating sub coverage. ☐ Host Parent and Community events ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. ☐ Meet with counseling team to discuss class scheduling for 2015-16as it relates to the SIG.
April	☐ PD Day ☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation

	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
	☐ Meet with counseling team to discuss class scheduling for 2015-16as it relates to the SIG.
May	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Host Parent and Community events
	☐ Administer WE Survey
	☐ Conduct ongoing facilitation of Learning Teams.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ End of year Benchmark assessment using AIMSWEB.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
	☐ Meet with counseling team to discuss class scheduling for 2015-16 as it relates to the SIG.
June	☐ Teacher PD, two weeks.
	☐ Conduct ongoing facilitation of Learning Teams.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Host training for data interpretation and planning for the WE Survey.
	☐ End of year data review by Scholastic (Read 180) including development of final report.
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Complete development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments.
	☐ Submit updates and progress of School Improvement grant to WCS Board of Education.
	☐ Purchase materials, equipment, and supplies for the upcoming school year.
	☐ End of year data celebration—students and staff.
	☐ Finalize schedule for 2015-16.

July	☐ Conduct Yearly PBIS Planning Meeting; finalize plans for Tier 2 interventions. ☐ Administrative Team Meeting to review goals and benchmarks from Year 1 Implementation. ☐ Develop Year 2 goals and benchmarks ☐ Develop job description and posting for hiring of PBIS Coach ☐ Assess technology needs and develop plan for year 2. ☐ Analyze data, identify gaps in data and initiatives, locate strengths and weakness, and devise goals and strategies to target areas of weakness. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. ☐ Revise SIG plans to reflect data findings. ☐ Ensure alignment of other budgets/plans to School Improvement Activities. ☐ Revise comprehensive professional development schedule for year 2.
August	☐ Teacher PD, two weeks. ☐ Common Core Connection 3-day PD for new ELA and math Teachers through the Flippen Group. ☐ Common Core Connection Renewal 1-day PD for ELA and math Teachers through the Flippen Group. ☐ Capturing Kids' Hearts Recharged 1-day PD for all staff through the Flippen Group. ☐ Conduct Reading Apprenticeship Training ☐ Training for staff on using curriculum guides, pre-post testing and other formative/summative assessments. ☐ Post and hire for PBIS Coach position. ☐ Train new staff on SIG initiatives. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. ☐ Submit School Improvement Plan to state.
September	☐ Host Parent and Community events ☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Initial screening for all students using AIMSWEB testing system. ☐ Initial screening using common assessments. ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Implement year 2 technology plan. ☐ Training for leadership team and staff on AIMSWEB data interpretation. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
October	☐ PD Day ☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff.

	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
November	☐ PD Day
	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Host Parent and Community events
	☐ Conduct two days of Professional Development for Reading Apprenticeship.
	☐ Conduct ongoing facilitation of Learning Teams.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
December	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Conduct ongoing facilitation of Learning Teams.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
January	☐ PD Day
	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Host Parent and Community events
	☐ Conduct ongoing facilitation of Learning Teams.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coach-

	ing, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Mid-year data review and reporting by Scholastic (Read 180)
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Mid-Year Benchmark Assessment for AIMSWEB.
	☐ Begin planning for Tier 3 PBIS interventions.
	☐ Submit updates and progress of School Improvement grant to WCS Board of Education.
	☐ Review state assessment data results to revise plan as needed.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
February	☐ PD Day
	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Conduct ongoing facilitation of Learning Teams.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Training for leadership team and staff on AIMSWEB data interpretation.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
	☐ Begin development of schedules for 2015-16.
March	☐ Embedded Teacher PD with rotating sub coverage.
	☐ Host Parent and Community events
	☐ Conduct ongoing facilitation of Learning Teams.
	☐ Conduct ongoing data meetings to include all support staff.
	☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.
	☐ Executive Oversight of initiatives and monitor SIG implementation
	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.
	☐ Monthly meeting of Student Motivation and Engagement Team.
	☐ Monthly Leadership team Support from Ingham ISD.
	☐ Monthly MTSS Support from Ingham ISD.
	☐ Monthly Curriculum Support from Ingham ISD.
	☐ Monthly Assessment and Data Days Support from Ingham ISD.
	☐ Monthly Instructional Technology Support from Ingham ISD.
	☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
April	☐ PD Day

	☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
May	☐ Embedded Teacher PD with rotating sub coverage. ☐ Host Parent and Community events ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ End of year Benchmark assessment using AIMSWEB ☐ End of year reflection and update of curriculum guides, pre-post testing and other formative/summative assessments. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
June	☐ Teacher PD, two weeks. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Host training for data interpretation and planning for the WE Survey. ☐ End of year data review by Scholastic (Read 180) including development of final report. ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Submit updates and progress of School Improvement grant to WCS Board of Education. ☐ Purchase materials, equipment, and supplies for the upcoming school year. ☐ Begin the revision of curriculum, pacing guides, formative/summative assessments. ☐ End of year data celebration—students and staff. ☐ Finalize schedule for 2015-16.

July	☐ Conduct Yearly PBIS Planning Meeting; finalize plans for Tier 3 interventions. ☐ Administrative Team Meeting to review goals and benchmarks from Year 2 Implementation. ☐ Develop Year 3 goals and benchmarks ☐ Assess technology needs for year 3 and review goals. ☐ Analyze data, identify gaps in data and initiatives, locate strengths and weakness, devise goals and strategies to target areas of weakness. ☐ Revise SIG plans to reflect data findings. ☐ Ensure alignment of other budgets/plans to School Improvement Activities. ☐ Revise comprehensive professional development schedule for year 3. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
August	☐ Teacher PD, two weeks. ☐ Common Core Connection 3-day PD for new ELA and math Teachers through the Flippen Group. ☐ Common Core Connection Renewal 1-day PD for ELA and math Teachers through the Flippen Group. ☐ Capturing Kids' Hearts Recharged 1-day PD for all staff through the Flippen Group. ☐ Training for staff on using curriculum guides, pre-post testing and other formative/summative assessments. ☐ Train new staff on SIG initiatives. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. ☐ Submit School Improvement Plan to state.
September	☐ Host Parent and Community events ☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Initial screening for all students using AIMSWEB testing system. ☐ Initial screening using common assessments. ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Begin implementation of Year 3 technology plan. ☐ Training for leadership team and staff on AIMSWEB data interpretation. ☐ Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
October	☐ PD Day ☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS.

	☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
November	☐ PD Day ☐ Embedded Teacher PD with rotating sub coverage. ☐ Host Parent and Community events ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
December	☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD.
January	☐ PD Day ☐ Embedded Teacher PD with rotating sub coverage. ☐ Host Parent and Community events ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Mid-year data review and reporting by Scholastic (Read 180) ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps.

	☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Mid-Year Benchmark Assessment using AIMSWEB ☐ Submit updates and progress of School Improvement grant to WCS Board of Education. ☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
February	☐ PD Day ☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Training for leadership team and staff on AIMSWEB data interpretation. ☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
March	☐ Embedded Teacher PD with rotating sub coverage. ☐ Host Parent and Community events ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
April	☐ PD Day ☐ Embedded Teacher PD with rotating sub coverage. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation

	☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
May	☐ Embedded Teacher PD with rotating sub coverage. ☐ Host Parent and Community events ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Administer WE Survey ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ End of year Benchmark assessment using AIMSWEB ☐ Continue to provide comprehensive PD courses outside of the student day to continually re-fine teaching practices and instructional strategies that are a part of the SIG.
June	☐ Teacher PD, two weeks. ☐ Conduct ongoing facilitation of Learning Teams. ☐ Conduct ongoing data meetings to include all support staff. ☐ Provide embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Collaborative Teams, MTSS Coaching, Reading Apprenticeship and PBIS. ☐ Executive Oversight of initiatives and monitor SIG implementation ☐ Host training for data interpretation and planning for the WE Survey. ☐ End of year data review by Scholastic (Read 180) including development of final report. ☐ External SIG grant review complete. ☐ Monthly meeting of the PBIS Steering committee to review data and develop next steps. ☐ Monthly meeting of Student Motivation and Engagement Team. ☐ Monthly Leadership team Support from Ingham ISD. ☐ Monthly MTSS Support from Ingham ISD. ☐ Monthly Curriculum Support from Ingham ISD. ☐ Monthly Assessment and Data Days Support from Ingham ISD. ☐ Monthly Instructional Technology Support from Ingham ISD. ☐ End of year reflection and update of curriculum guides, pre- and post-testing, and analy-sis/reflection of student data. ☐ End of year data celebration—students and staff. ☐ Submit updates and progress of School Improvement grant to WCS Board of Education. ☐ Purchase materials, equipment, and supplies for the upcoming school year.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three. Attachment I requires annual goals to be set for each leading/lagging indicator.

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	57.5%	63.4%	68.8%	73.7%
Mathematics	42.4%	51.4 %	59.8%	69.3%
Writing	60.4%	65.7%	70.5%	74.8%
Social Studies	48.2%	56%	63.3%	69.8%
Science	40.9%	47.2%	56.7%	65.2%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application. **Maximum length 1 page**

The superintendent and principal announced the availability of grant funds to staff in April. Teachers and building leaders, as well as parents and community members were identified to help write the Transformation Plan. Input was also gathered from the parent group PEOPLE. Three administrators and five teachers collaborated in the writing and editing of the grant. The team worked together to develop ideas for staff retention and team-building to promote a positive and supportive working environment. It is essential to have staff involvement in the school transformation process to make the process successful. Staff expectations for changing the climate and culture have been set, and plans have been made to include staff team-building in our summer professional development (Institute of Education Sciences and the What Works Clearinghouse, 17-18).

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **Maximum length 1 page**

As a result of the intensive PD during the grant period, WHS staff will be highly trained and will be able to act as coaches and mentors for instructional practices for new staff and other districts.   To fully realize the benefits of the SIG it is important that reforms and teacher training be completed by the end of the grant period and that staff be retained, not only for the duration of the SIG, but for the long-term. Retention of trained teachers is paramount to continuing the forward movement of the district. To encourage teacher commitment, incentives will be proffered at the beginning of the grant period. By

retaining staff, the strategies learned through training will be sustained well after the grant has ended (Institute of Education Sciences and the What Works Clearinghouse, 23-24).

12. State Reform Plan

Attach approved State Reform Plan **(DO NOT insert here, upload as a separate file)**

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention. **Only select the model that aligns to the approved SRO Plan.**

Attachment A – Transformation
Attachment B – Turnaround
Attachment C – Restart
Attachment D – Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

*See Excel Budget Document

STAFFING PROGRAMS AND INTERVENTIONS	
1. **Longevity Pay (Staff Stability)**	Historically we have had a difficult time keeping teachers, and regularly struggle with hiring new staff that match the goals of the district, be invested long-term to establish relationships with students, and provide stability to curriculum. As a result, we will offer longevity pay as an incentive for staff members to participate in activities and who are employed for the lifetime of the grant. This will be prorated for teachers who join the staff after the first year (Hattie, <u>Visible Learning and the Science of How We Learn</u>, 85-88). $45,000
2. **Additional Instruction Time (Increased Instructional Time)**	We plan to add an additional 10 minutes of instructional time to the school day for the high school, this time will be divided equally and added to each hour of the day. This will address the need to increase the instructional time for student learning and will promote academic achievement (Hattie, <u>Visible Learning and the Science of How We Learn</u>, 37-39). $31,250
3. **Additional Days of Instruction (Increased Instructional Time)**	We plan to add an additional 4 days of instructional time in the 2014-2015 school year, on top of the 8 days of instruction that we have added in the last two years. This will address the need to increase the instructional time for student learning and will promote academic achievement (Hattie, <u>Visible Learning and the Science of How We Learn</u>, 37-39). $24,499
4. **Additional Professional Development (Professional Development/Student Achievement)**	Having a highly trained staff will support our goals to meet each student's individual needs through the use of various programs and the use of engaging technology. To sustain our programs and the use of data we need all of our staff trained to disaggregate data and provide highly effective interventions to significantly increase student achievement. The professional development that is offered will give the staff the skills to sustain highly engaging instruction that is aligned with the common core state standards (*IES Practice Guide*, 8). $137,500
5. **Embedded Professional Development (Professional Development/Student Achievement)**	Embedding professional development into the school day will allow the teaching staff to work collaboratively using student data to information their interventions improving student achievement. These embedded curriculum days will ensure a minimum of 8 hours of professional development each month and will allow teachers to (gather, study, plan, and do) while adjusting their curriculum and interventions frequently to meet the needs of their students (*Generating Teacher Effectiveness: The Role of Job-embedded Professional Learning in Teacher Evaluation*, 4). $8,500
6. **Digital Signage (Communication)**	Communication is a continual area of focus for our school district. We like to communicate in multiple formats from letters home, new letters, announcement to students, TV announcements, Website Postings, PowerSchool, School Messenger, and signage in and around the building. One area that we could improve is our signage in front of the school. Our school is located on the main road that goes through our community and a sign out front is an effective way to communicate with the community. An electrical sign would allow us to communicate with parents and other stakeholders to get our message out. This would provide valuable information to the community and would also allow us to let the community share in the celebration of our successes (Hattie, <u>Visible Learning,</u> 68-69). $25,000

7. **Growth Incentive (Student Achievement)**	It is expected that we will have significant growth in our student achievement scores. If the staff exceed these gains and can achieve 1.5 times the Annual Achievement Target (AAT) in two of the core courses, they will be provided an annual incentive for the gains (Springer, *Teacher Pay for Performance*). $12,500	
8. **Grant Coordinator (Staffing)**	The person in the position will directly oversee the implementation of the School Improvement Grant. They will be responsible for gathering the baseline data from various sources and work with the data coordinator to demonstrate a starting point in the grant data. They will establish guidelines for data collection to insure consistency in the data format and collection. This person will also work with the building administration to evaluate programs to make recommendation for implementation and changes as needed to bring about significant student achievement. This individual will be responsible for working with the state monitors and communicate various forms of data as requested by the MDE. See the job description and posting for further details related to this position (. .5 FTE $59,212.50	
9. **Data Coach (Staffing)**	The data coach will be responsible to provide a clearing house for data and to make it very accessible to the school community. This person will also train the staff to be highly effective and efficient users of data to implement change in student interventions based on what they have learned. This person will work with the grant coordinator in gathering the baseline data from various sources and establish a starting point in the grant data. They will establish guidelines for data collection to insure consistency in the data format and collection. This person will be a conduit to the staff for disseminating information. S/he will share data to evaluate programs and make recommendation for interventions that will bring about significant student achievement. This individual will be responsible for providing data to share with the state monitors and communicate various forms of data as requested by the MDE. See the job description and posting for further details related to this position (Hamilton, *IES Practice Guide*). .5 FTE $59,212.50	
10. **Family Liaison (Student Engagement/Communication)**	Getting parents involved is a great support to student learning. This person will make connections with our families in the home, community and in school. This individual will provide regular communication with the parents, staff, and students about the opportunities for learning. They will provide training for parents on how to review information and data on their child's progress and will be provided other opportunities to learn parenting skills and be exposed to other resources. They will also set a calendar for activities to get parents involved in their student educational program. See the job description and posting for further details related to this position. .5 FTE $59,212.50	
11. **Mental Health Services Support (Student Engagement and Safety)**	This individual will provide support for at-risk students and will work to mitigate and minimize the issues that prevent students from being successful in school. This person will work directly with students preparing them to be successful in the classroom promoting student achievement. At times this person will work with parents and the family liaison and other community support agencies and personnel. This individual will work to create a safe friendly learning environment that is conducive for high levels of student engagement and student achievement. See the job description and posting for further details related to this position. .5 FTE $59,212.50	

12. Math and Reading Specialist (Student Achievement)	MTSS levels two and three require increasing levels of intervention to meet the needs of students that are struggling with their core academics. This person will address the needs of students in the areas of math and science though interventions like Read 180, Math 180 and other related programs. A lot of these interventions will take place in an assigned classroom setting, but can also be offered in a pull out format. This individual will provide multiple form of assessment to get a deeper understanding of the student's ability and area of need. Based on the assessment information, this individual will develop an intervention plan for each student receiving services. See the job description and posting for further details related to this position. .5 FTE $59,212.50
13. Transportation (Service)	One of the issues that students say prevents them from staying after school to get assistance with their school work is the fact that they do not have transportation home. We believe that if we provide transportation for the students we will be able to greatly increase the amount of instruction, tutoring, and at-risk support that the students receive. Programs that can benefit from additional transportation include summer school, 7th hour instruction, after school tutoring, At-Risk support, groups, and flex scheduling (*Report of the Special Legislative Commission to Study Transportation for Afterschool and Childcare Programs*, 3-4) $30,000
14. Digital Dashboard (Communication)	Having students take responsibility for their education is a priority for our school. Sharing career and assessment data with our students is also a priority. We would like to provide all of the students with a digital dash board that can be shown from their mobile device and will showcase their assessment data, career information, six year plans, college selections, projects and course content, as well as personal information that they may want to store in their personal links. This dashboard will be initially propagated as they enter high school and then updated regularly as the students' progress through the high school. We would also include a survey component to get feedback from the students about our program so that we can make changes as needed to better meet their needs. We will likely use a program like Survey Monkey that could be embedded in the digital dashboard (Cavanna, *Leading the Way to a Smooth Ninth Grade Transition*). $25,780
15. Fantastic Fridays/Terrific Tuesdays/Webberville Wednesdays (Engagement and Celebration)	This program is designed to generate excitement about being in school and make it so that the students do not want to miss school. We expect that this program will help to improve our student attendance rate. This program will be implemented during the student lunch periods and will engage the students in a high intensity, exciting student activity. This activity will be led by the student leadership team guided by the advisors and supported by the staff and administration. This program will involve activities like dancing, singing, using mobile devices to play garage band, skits, painting, mathematics calculations, costume contests, decorating contests, experiments, structure construction, etc. These activities will be judged either by the student body or by the supporting staff and incentive and prizes we be awarded to gain student participation (Hattie, <u>Visible Learning and the Science of How We Learn</u>, 36-39). $5,000
16. Webberville Rewards Program (Recognition and Celebration)	This program is tied to Capturing Kids Hearts and our PBIS program and is an incentive program to reinforce positive behaviors during the school day and during school activities outside of the school day. This program will include documentation of student positive behavior and concludes in a monthly draw-

	ing to encourage more of the desired behaviors (Allen and Fryer, 10). $5,000	
17. Hallway Monitors (Communication, Recognition, and Cele-bration)	In an effort to improve communication we would like to use hallway monitors to communicate messages with our students, staff and community. These mon-itors would be strategically placed for visibility and in consideration of foot traf-fic. The monitors will also be used to communicate assessment data and to showcase students and celebrate their successes (Cavanna, *Leading the Way to a Smooth Ninth Grade Transition*). $4,800.00	
18. 9th Grade Transition (Academic Prepara-tion)	This program is designed to help 9th graders transition into the high school. This program is led by our staff members, representatives from the Capital Area Ca-reer Center and a select group of upper classmen to help the 9th graders learn about the successful transition into the high school setting. This program will include team building, leadership skills, development of a four year plan, and orientation to their mobile technology, setting up their digital dash boards and related career guidance activities. It will also involve visits to some of the local colleges and universities. Exposure to area career opportunities is made through guest speakers and site visits. Student receive a thorough exposure to the many student activities made available to them in high school and are en-couraged to sign up and take the opportunity to meet and talk with the coaches about the program. Students will leave the program with a wealth of knowledge about the high school and ideas of where to go to get the answers they need. They will have updates, syllabi, calendars, the digital dash board, and many other resources available on their mobile device. Students will re-ceive applications that will help to organize and support their academic efforts (Cavanna, *Leading the Way to a Smooth Ninth Grade Transition*). $21,300	
19. Summer School Pro-gram (Academic In-struction and Credit Recovery)	Summer school programming is designed to engage students who have had lim-ited success during the school year, in an effort to get them back on track and caught up with their academics and course credits to keep them on track to graduate. This program includes both skill development and content instruc-tion tailored to engage students that typically struggle in the classroom. Online credit recovery options are also available to supplement the program. Mobile devices will be used to engage students, deliver the curriculum, and extend the classroom beyond the school day while students are off campus (Hattie, <u>Visible Learning</u>, 77). Staffs, Supplies, and Transportation $49,240	
20. Before and After School Tutoring (Stu-dent Engagement and Instruction)	To support all students, and focus on students that are at risk of failure or fall-ing behind, we have used tutoring outside of the normal school hours. Expand-ing this program will allow for more individualized tutoring by certified instruc-tional staff and more one on one interaction which produces a much higher lev-el of assignment completion and submission which result in higher student achievement (Silva, 153). 2 people for 178 days $14,124	

Interventions		
Item	**Purpose of Intervention**	**Cost**
21. Capturing Kids' Hearts One, 3-consecutive-day training session for up to 50 partici-pants per session	Capturing Kids' Heart will help us to address our culture and climate. It will help us to build relationships between students and staff and will increase student motivation resulting in	$23,000

	greater work completion and increased rigor. Our staff and students will certainly benefit from the Capturing Kids' Hearts Program as it helps teachers make connections with students, thereby creating a climate conducive to learning. Amrit Thapa, Jonathan Cohen, Shawn Guffey and Ann Higgins-D'Alessandro. *A Review of School Climate Research.*	
22. Common Core Connection One, 3-consecutive-day training session for up to 100 participants	A focus on curriculum alignment will help develop and refine curriculum, enabling teachers to identify gaps, redundancies, and misalignments, and foster instructional dialogue. Adapting our curriculum to a digital format will be more engaging for students. This curriculum will be available on demand anywhere for all students (Linn, *How Common Core Standards Initiatives Help State Address the Dropout Problem*).	$38,000
23. Focused Coaching: Student Friendly Learning Objectives Level of Thinking Engaging Students in the Right Work Three, 1-day sessions for up to 25 administrators & lead teachers	Our instructional leaders (Building Leadership Team and MTSS leaders) will be taught to listen, provide feedback, model, assist in planning, provide direction, challenge and encourage teachers. The trainings include the following components: 1) Data Walks Rubric, 2) Engaging Students in the Right Work, 3) Bloom's Level of Thinking, and 4) Student Friendly Learning Objectives (Knight, 56).	$14,500
24. Common Core Connection One, 3-consecutive-day training session for new staff	Curriculum alignment will help develop and refine curriculum, enabling teachers to identify gaps, redundancies, and misalignments, and foster instructional dialogue. We will also be adapting our curriculum to a digital format that will be much more engaging for students. This curriculum will be available anywhere on demand for all students (*P21 Common Core Toolkit*).	$15,500 X 2 = $31,000
25. Common Core Connection – Renewal One year renewal of Common Core Curriculum	The Common Core Connection will help to develop and refine curriculum, enabling teachers to identify gaps, redundancies, and misalignments, and foster instructional dialogue. We will also be adapting our curriculum to a digital format that will be much more engaging for students. This curriculum will be available on demand anywhere for all students (Linn, *How*	$11,000 x 2 = $22,000

	Common Core Standards Initiatives Help State Address the Dropout Problem).	
26. Capturing Kids' Hearts – Recharged One, 1-day training session for up to 50 CKH alumni	Capturing Kids Heart will help us to address our Culture and Climate. It will help us to build relationships between students and staff and will increase student motivation resulting in greater work completion and increased rigor. Amrit Thapa, Jonathan Cohen, Shawn Guffey and Ann Higgins-D'Alessandro. *A Review of School Climate Research.*	$5,500 x 2 = $11,000
27. Ascend Math	Ascend Math is an online tool that diagnoses students' skill gaps based on state standards and common core standards, prescribes individual learning paths, regardless of grade level, automatically. Students work only on the objectives they do not know, and then students are able to remediate those skills by utilizing the video lessons (*Effective Mathematics Instruction and the Ascend Math Solution*).	**$58.00** per student
28. E-books	Access to required and supplemental novels and other readings in digital format will provide students with engaging materials, up-to-date readings, and immediate access to reading materials. E-books will be available for download on mobile devices so that students can take their reading home, in the car, on the bus, or to any location regardless of internet connectivity, thereby extending learning beyond the school day (Silva, 153).	- scribd.com: 8.99 per student= 3 @ $5,394.00 - Additional funds to purchase titles not available on scrbd.com **$16,182.00**
29. TeachBoost	TeachBoost is an evaluation and feedback platform designed to engage teachers and administrators in an ongoing, evolving dialogue that fosters the development of effective educators and improved student outcomes (*Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings…*).	Annual per-teacher cense with administrator access **$2,214.00**
Item	Purpose of Intervention	Cost
30. CHAMPS	To assist Webberville High School in implementing PBIS school wide. CHAMPS will provide staff a structure for establishing, communicating, teaching, and reinforcing behavioral expectations (*IES Practice Guide*, 6).	995.00 Includes: - Professional development DVD series - 2 CHAMPS books - CD of fillable forms - Facilitator's manual
31. REWARDS PLUS	Our MME scores demonstrate that we need to focus on science and social studies. REWARDS PLUS includes Strategies and engages students	For 20 students: • Science: 378.95 • Social Studies: 378.95

	in applying the strategies to access authentic content-area materials. The program deepens reading comprehension, increases fluency, introduces content-specific vocabulary, and builds expository writing skills. The ultimate goal of REWARDS Plus is to develop students' capacity to successfully read social studies and science texts (*Tiered Interventions in High Schools*, National High School Center).	• TOTAL: 757.92
32. REWARDS	MME data show there is an achievement gap among students in Webberville High School. Webberville High School students' Aimsweb data shows the lower performing group of students struggling with reading fluency. The REWARDS program introduces students to a unique multisyllabic word reading strategy. This strategy helps students: •Break words into manageable, decodable chunks •Read long words in content-area textbooks •Read accurately, quickly and with confidence •Increase oral and silent reading fluency •Improve comprehension as decoding and fluency increase (*Tiered Interventions in High Schools*, National High School Center).	• Teacher Edition 97.95 • 10 Student Editions 99.95 (X2) • TOTAL: 297.85
33. REWARDS Writing	Writing across the curriculum continues to be a focus for students at Webberville High School. REWARDS writing is designed for grades 5-12, and teaches essential writing skills that can be applied in all content areas. The program consists of 75 teacher-directed lessons, which provide the framework for introducing, teaching, practicing, and giving feedback. Each 20- to 30-minute lesson follows the same instructional routine, allowing students and teachers to concentrate on three strands: Sharpening Word Choice, polishing sentences and editing paragraphs (*Tiered Interventions in High Schools*, National High School Center).	• Classroom Set (TE, 20 student editions, and digital transparencies) 531.95
34. ALEKS	Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on	• 35.00 per student for 40 weeks • 70.00 per student for AP chemistry or statistics

	the topics the student is most ready to learn. Other schools have experienced success in re-mediating students' math abilities using this program. Therefore, it is our belief ALEKS will be another step towards closing the achievement gap for Webberville High school students (Fal-magne).	
35. READ 180	Reading (with some writing) intervention pro-gram which begins with Whole-Group Instruc-tion engaging the entire class. In between, stu-dents break into groups and rotate through three stations for Small-Group and independent learning. Based on other Priority Schools' suc-cessful data with READ 180, Webberville's struggling readers will make gains utilizing the READ 180 program (*Tiered Interventions in High Schools*, National High School Center).	Total High school Cost= $58,027.50 Building wide cost= $84,827.50
36. STAR Math & Reading	STAR Math and Reading is an online tool that includes new skills-based test items and new in-depth reports for screening, instructional plan-ning, progress monitoring, and standards benchmarking. Educators have immediate ac-cess to skill-specific, actionable data to target instruction and practice, select students for in-tervention, and predict state test performance. STAR also reports Student Growth Percentiles. These assessments will give each teacher stu-dent-specific information about exact stand-ards which need to be targeted (*Tiered Inter-ventions in High Schools*, National High School Center).	- One year , for 330 students: $6,673.00
37. Math Manipulatives	Algebra Tiles- http://www.amazon.com/Learning-Resources-Algebra-Tile-Class/dp/B000F8R5NW/ref=sr_1_1?ie=UTF8&qi d=1400025807&sr=8-1&keywords=algebra+tiles Magnetic Algebra Tiles- https://store.schoolspecialty.com/OA_HTML/ib eCCtpItmD-spRte.jsp?minisite=10206&item=2227220&cate gory1=Instructional+Solutions&category2=Math School Smart Fraction Circles - Set of 51 - As-sorted Colors https://store.schoolspecialty.com/OA_HTML/ib	$105.65 $17.49 $8.59

Item	Reason	Cost
	[eCCtpItmD-spRte.jsp?minisite=10206&item=466602&category1=Instructional+Solutions&category2=Math](#) (Burns, *A Fresh Look at Getting Students Heads/Hands Around Math Concepts*).	
38. Supplemental E-texts	Supplemental digital and online curriculum to provide access on demands anywhere, extending the school day and student engagement time (Silva, 153).	$15.00 per book, 5 classes per student, 215 students $48,375
39. Classroom Resources	- Batteries - applications - Ear buds - Keyboards - Summer novels	$10,000
40. BrainPop	Hundreds of standards-aligned animated movies, quizzes, games, high-interest readings, and activities that span science, social studies, English, math, engineering and technology, health, and arts and music. Mobile access is included (Palmer, *Building Student Engagements: Classroom Interactions*).	District wide access for five years $4,485.00
41. Staff Acquisition	Subscription to services to post position openings.	$2,000.00 per year $6,000.00
42. TI-NSpire Calculators	Network version of the software along with two classroom sets of the calculators (Burns, *A Fresh Look at Getting Students Heads/Hands Around Math Concepts*).	$3,09.75
43. Gizmos	Gizmos offer interactive online simulations for math and science education in grades 3-12. These are correlated to state curriculum standards, the Common Core State Standards, and over 300 textbooks (*Maine Impact Study for Technology and Mathematics*, MDE).	3 teacher licenses for 200 students= $2,022.00 OR District= $4,600.00

Item	Reason	Cost
44. Digital Signage (Communication)	Communication is a continual area of focus for our school district. We like to communicate in multiple formats from letters home, new letters, announcement to students, TV announcements, Website Postings, PowerSchool, School Messenger, and signage in and around the building. One are that we could improve is our signage in front of the school. Our school is located on the main road that goes through our	$25,000

	community and a sign out front is an effective way to communicate with the community. An electrical sign would allow us to communicate with parents and other stakeholders to get out message out. This would provide valuable information to the community and would also allow us to let the community share in the celebration of our successes. (Silva, 153).	
45. One-to-One	Implementation of a one to one program to engage students at a high level. These devices will allow students to access curriculum away from school extending learning 2 plus hours a week. Blended instruction and flipped classrooms will also be implemented (*IES Practice Guide,* 6).	$360,000
46. Classroom Technology Setup	This set up will allow teachers to engage students at a much higher level (*IES Practice Guide,* 6).	$37, 500
47. Chem E-Text	This is a supplemental material to promote student achievement in science classroom (Silva, 153).	$4,405
48. Chem Lab Generator	This is a supplemental material to promote student achievement in science classroom (*IES Practice Guide,* 6).	$9,570
49. Why it Matters Video	This is a supplemental material to promote student achievement in science classroom (*IES Practice Guide,* 6).	$73.55
50. Chem Teacher One Stop	This is a supplemental material to promote student achievement in science classroom (*IES Practice Guide,* 6).	$150
51. Physics E-Pub	This is a supplemental material to promote student achievement in science classroom (*IES Practice Guide,* 6).	$1,468
52. Physics Virtual Investigation	This is a supplemental material to promote student achievement in science classroom (*IES*	$63.20

	Practice Guide, 6).	
53. Merriam Webster Spanish-English	Resource materials for the world language classroom (*IES Practice Guide,* 6).	$324
54. Harry Potter y la piedra filosofal	Resource materials for the world language classroom(*IES Practice Guide,* 6).	$124
55. Harry Potter la camara secreta	Resource materials for the world language classroom (*IES Practice Guide,* 6).	$124
56. La Casa en Mango Street	Resource materials for the world language classroom (*IES Practice Guide,* 6).	$136
57. Instructional Technology Specialist	To train and support staff and students to utilize current instructional technology.	$118,425
58. Intervention Coordinator	To research and provide staff with MTSS research based instructional strategies to provide significant student achievement.	$59,212.50
59. Transition Coordinator	To aid in student transitions, including movement from 8th to 9th grade, and from secondary to post-secondary education, training, or career.	$59,212.50
60. Ingham ISD Support 95 days	Ingham ISD support of staff through training, MTSS support, curriculum, data, assessments, and instructional technology.	$88,600

Section D. Baseline Data Requirements
The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis. **USED Baseline Data Requirements**
Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	69,630
Dropout rate (Numeric %)	10.6%
Number of Disciplinary Incidents	117
Number of Students Involved in Disciplinary Incidents	53
Increased Learning Time	55 hours, 20 minutes
ILT – Longer School Year	In the 2012-2013 school year, the number of instructional days for the district was increased from 166 to 174. In 2014-15 instructional days will increase again to from 174 to 178.
ILT – Longer School Day	In the 2014-2015 school year, our school lunch periods will be reduced in order to increase the amount of instructional time each day, and we will be adding 5 minutes at the end of every school day. A total of 10 extra minutes per day will be added, for a total of 1,760 extra minutes (29 hours, 20 minutes).
ILT – Before or After School	Beginning September 10, 2012, the high school library/media center was opened from 3:00 pm (when school ends) until 4:15 p.m. as a study table and tutoring area with a certified teacher on staff each afternoon. Coaches were encouraged to delay practices until 4:00 or later so our student-athletes would have an opportunity to study, collaborate, and complete homework. Students are referred to the after-school tutoring if they struggle academically, and parents are encouraged to allow students to stay to complete assignments and receive assistance as well. In 2014-15, students who have low grades and/or missing assignments will be required to attend after school tutoring, where two certified teachers will be on hand to monitor and tutor students. Transportation home will be provided for students to ensure students are able to stay and work.

ILT – Summer School	To better address achievement gaps, summer school sessions provide students with meaningful but manageable lessons for when they have failed classes during the school year. Summer school is spread across the summer months to keep students in the habit of learning and decreasing the amount of remediation these students will need when the new school year begins. Targeted students include those who have failed a core course (English, math, science, social studies). Summer school programming is designed to engage students who have had limited success during the school year, in an effort to get them back on track and caught up with their academics and course credits to keep them on track to graduate. This program includes both skill development and content instruction tailored to engage students that typically struggle in the classroom. Curriculum will be based on approved units which address most frequently tested state standards. Online credit recovery options are also available to supplement the program. Mobile devices will be used to engage students, deliver the curriculum, and extend the classroom beyond the school day while students are off campus. Summer school sessions will be administered by certified teachers. Summer school is to be held from 8:30 am to 11:30 a.m., Monday through Friday, for four weeks throughout the summer months. Additionally, teachers are also required to provide all students with activities to engage them during the summer, so practicing academic concepts and skills becomes a year-round endeavor.
ILT – Weekend School	We offer Saturday School as an intervention for students who are missing assignments or need to make up hours.
ILT - Other	We have revised our policies regarding activities which pull students from class. Athletic events are being rescheduled when possible (unless such rescheduling would lead to inordinately late games or return trips) to keep students in school until the end of the school day. Students who are failing one or more class are no longer eligible for field trips which would cause them to be absent. Students are assigned to Saturday detentions to keep at-risk students in class whenever possible.
Student attendance rate (Numeric %)	95%

Advanced Coursework	2011-12: AP History: 9/183 participated, 8/183 completed Calculus (weighted course): 13/183 participated, 12/183 completed Anatomy and Physiology (weighted course): 21/183 participated, 19/183 completed 2012-13: AP History: 13/176 participated, 9/176 completed Calculus (weighted course): 17/176 participated, 15/176 completed Anatomy and Physiology (weighted course): 13/176 participated, 13/176 completed 2013-14: AP History was not offered this year Calculus (weighted course): 20/187 participating Anatomy and Physiology (weighted course): 8/187 participating
Dual Enrollment Classes	2011-12: Fall Semester Dual Enrollment: 1/183 participated, 1/183 completed Spring Semester Dual Enrollment: 4/183 participated, 3/183 completed 2012-13: Fall Semester Dual Enrollment: 6/176 participated, 6/176 completed Spring Semester Dual Enrollment: 6/176 participated, 6/176 completed 2013-14: Fall Semester Dual Enrollment: 13 (11 seniors, 2 juniors)/187 participating, 13/187 completed Spring Semester Dual Enrollment: 9 (6 seniors, 3 juniors)/187 participating
Advanced Coursework and Dual Enrollment Classes	2011-12: 47/183 = 25.6% participation 43/47 = 91.4%% success rate 2012-13: 55/176 = 31.2% participation

	49/55 = 89.1% success rate 2013-14: 50/187 = 27% participation Success Rate Goal: >92% 2014-15: We plan to increase the Advanced coursework and dual enrollment
Early college/college credit	During the 2013-14 school year, one student participated in Early College through LCC out of 187 high school students. 1/187 = 0.5%
High School Graduation Rate	80.9%
College Enrollment Rates (Numeric %)	As of the 2011-2012 school year, 57.89% of Webberville graduates were enrolled in college. Of that 57.89%, all students were enrolled in college within zero to twelve months of graduating.
Truants (Numeric)	2
Teacher Attendance Rate	As of May 13, 2014, there were a total of 116 teacher absences in the 2013-14 school year.
Highly Effective Teachers (Numeric %)	29%
Effective Teachers (Numeric %)	65%
Minimally Effective Teachers (Numeric %)	6%
Ineffective Teachers (Numeric %)	0%
Explanation of other types of increased learning	

Fiscal Information

The MDE has asked for a waiver of section 421(b) of General Education Provisions Act to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four intervention models at the school.

Select only 1 Model
Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.

1. Replace the principal
A new principal, Kathleen Pierman, was hired in the summer of 2013 before the 2013-2014 school year. Kathy Pierman was chosen because of her experience in the district; her participation as a member of the Transformation Plan Steering Committee; her knowledge of the school, staff, students, parents, and community; her views on how to move this district forward with a positive and firm approach; and her responses to the questions posed during her interview regarding the Transformation Plan. Pierman has a record of uniting staff and prompting cohesive work by teachers (as evidenced in her eight years as a union president, department chair even longer, mentor to many teachers, collaborating teacher to student interns, RTI Coach, etc.). She fosters leadership within her school by re-implementing the Building Leadership Team. Pierman promotes leadership of department chairs who comprise the BLT, will promote leadership among staff by putting leadership back in the hands of teachers, and by

allowing teachers to truly own their curriculum and its alignment to the state standards, and to state and national assessments, through department management of their respective curricula.

2. Include student data in teacher/leader evaluation

Teachers are evaluated using a 5-domain rubric, and have regular input about the items to be included in the data section of their evaluation. The fifth domain is the data section, which comprises 25% of teacher evaluation scores. The data section includes a teacher-chosen focus area of student data, national assessment data (Plan, ACT), state assessment data (MME), district assessment data (pre- and post-tests), and a data reflection piece. In 2014-2015, this data section will comprise 40% of teacher evaluation scores and in 2015-2016 and beyond, data will comprise 50% of teacher evaluations.

3. Evaluations that are designed with teacher/principal involvement

The teacher evaluation process and rubric were based on the Charlotte Danielson model which was adapted by a collaborative team of six teachers and four administrators in the 2012-2013 school year. This rubric was then sent to staff for approval and feedback, now reflecting the unique needs of our school district, thereby increasing staff accountability.

4. Remove leaders/staff that have not increased achievement

The teacher evaluation tool has a built-in process for removing ineffective educators. Educators who are rated "minimally effective" or "ineffective" are placed on an Individual Development Plan to provide the training, resources, and feedback to improve. If improvement does not occur, there is a process for removal within a timeline that results in minimal disruption of the educational process.

5. Provide on-going job embedded staff development

Webberville Community Schools will have a new school calendar that will increase the total hours and days of professional development. We will include days of professional development in August 2014, and a weekly one-hour professional development meeting during the school year. We will also have PD embedded into the calendar with substitute teachers covering for classes on a monthly basis during the school year to provide PD for teachers to meet in departments and at grade levels to discuss data and the intervention implementation process an updates. Furthermore, we have hired two MTSS co-coaches to provide feedback and strategies to staff that will assist in analyzing student data and applying findings to daily practice. Along with following the recommendations of the administration and the Ingham ISD, teachers are encouraged to seek out professional development trainings which suit individual interests and needs and share their findings with their colleagues.

6. Implement financial incentives or career growth or flexible work conditions.

Financial incentives are offered to teachers through merit pay for educators who are evaluated as "Highly Effective." Teachers who serve as department chairs are compensated for their leadership. Teachers who attain additional schooling are eligible for additional pay increases per the union contract. Additionally, educators are encouraged to attend professional development to foster career growth. Lastly, we have signed a letter of agreement to provide flexible working hours if an alternatively

scheduled class is deemed necessary. Currently, we have two teachers with flexible schedules who work before and after school to instruct at-risk students in unique settings.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Teachers were equipped with professional development and training in MTSS and unit planning using the Backwards Design approach. All staff were required to submit unit plans aligned to state standards (CCSS, HSCE) prior to the 2013-14 school year. These unit plans were reviewed by administration and are continually updated with new research-based approaches to instruction to ensure that they have the appropriate scope and sequence. Department chairs are responsible for ensuring that curriculum is aligned from one grade to the next and that all state standards are met, and this process is achieved through staff collaboration. We currently use pre- and post-tests to assess students' learning throughout the instructional program. We are looking to implement standards-based grading to ensure that our assessment within the instructional program is the most appropriate

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Data is now at the core of our instruction. Teachers have received professional development in using Illuminate Ed, data management software that enables teachers to store and analyze data from multiple sources and assessments, as well as track growth and patterns. We have provided practice opportunities for students through the GAINS testing company, which provides national assessment practice three times a year. Teachers reviewed the makeup of the test and the test results with students, and teachers helped students identify personal strengths and weaknesses, and setting progress goals. Student assignments were modified to best address deficient areas. The MTSS model incorporates AIMSWeb benchmarking data to identify students below grade level in math and reading interventions. Adding STAR assessments will provide a more diagnostic approach, giving teachers specific feedback about Common Core State Standards showing student proficiency or deficiency. Lastly, teachers have received training for analyzing their formative and summative assessments to reflect on student understanding. Parents have access to data through our online grading system, PowerSchool, parent-teacher conferences, report cards, and other mailings.

9. Provide increased learning time
a. Extended learning time for all students in the core areas

     The school calendar was changed to increase instructional days from 166 in the 2011-12 school year to 174 days in the 2012-13 school year. In the 2014-15 school year, we will have 178 days. We will decrease our lunch time by 5 minutes and add 5 minutes to the end of the school day which will equal the time of five additional days.

   c.   Instruction in other subjects and enrichment activities that contribute to a well-rounded education

     Our Library Media Center is open from 3:00 PM- 4:15 PM daily for students to attend after-school tutoring, which is monitored by a teacher. Several teachers also volunteer time after school to tutor students. Athletic coaches are required to hold study tables for athletes with grades below a C and are

encouraged to hold practices after 4PM to allow students time to work after school. School staff is involved in mentoring, coaching, and leading various clubs and activities for students to enrich their school experience. We also provide flexible working hours for two educators who work before and/or after regular school hours in order to work with at-risk students outside the normal school day, and in unique settings.

d. Teachers to collaborate, plan and engage in professional development

The professional development time increased from approximately 48 hours in the 2011-12 school year to 66 hours in the 2012-2013 school year. In 2013-14, we maintained 66 hours and plan to increase to 198 hours with the implementation of the Grant. During this professional learning time, we focus on data analysis and reflection. Teachers receive training on strategies for teaching informational reading, writing across the curriculum, and student engagement. In the 2014-15 school year, we will have 138 hours of professional development as we will add an additional 8 days of the summer for professional development and have 18 hours embedded within the school year for two-hour monthly department meetings. Additionally, we will have four full-day professional learning days throughout the year. In the 2015-16 and 2016-17, we anticipate adding more summer professional learning time to reach a total of 198 hours per year.

10. Provide ongoing mechanisms for family and community engagement

Each student is provided with a planner at the beginning of the school year. Teachers are required to use student planners, and parents can communicate with teachers through this device. Progress reports and/or report cards are sent home at least four times per quarter, and parents can check their students' grades online 24/7 through PowerSchool, which offers accurate information about student process as grades are required to be updated weekly. Teachers received professional development in 2012 for developing and maintaining class websites, and staff members continuously e-mail information. A new parent partnership group, PEOPLE, was created in 2011 to encourage parents to take an active role in their students' education. The SIG grant will also allow us to hire a family liaison to strengthen our relationship with families and community members.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

To increase student achievement and graduation rates, several adjustments have been made to maximize student learning time. All students will receive additional instructional time as we added 8 days to the school calendar, and all students are encouraged to attend our daily hour and fifteen minute study table. Many of our students who are at-risk receive additional assistance from teachers with flexible schedules who come in early and/or stay late. We have homebound teachers who provide one-on-one instruction to students needing this service. Several students have been selected to attend our summer school program to address skills students need more assistance in acquiring.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization

We work closely with the Ingham Intermediate School District (IISD) and utilize its support in training staff in MTSS, Illuminate Ed, writing the Transformation Plan, and providing professional development. They also provide technical assistance and support.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1**. Provide additional funding to attract and retain staff.**
An experienced, trained staff is valuable and desirable. With the grant we plan to offer monetary incentives to teachers who stay on staff through the life of the grant.

2. Institute a system for measuring changes in instructional practices that result from professional development.
Through frequent testing, formative and summative assessments, and pre- and post-tests, we will monitor the effectiveness of instructional practices learned in professional development sessions. There should a noticeable increase is measurable student achievement with properly applied strategies.

5. Implement a school wide Multi-Tiered System of Supports model.
We have identified and begun training an MTSS coach who will be more active under the grant.

7**. Use and integrate technology-based interventions.**
We will use one-on-one computing throughout the high school and will provide electronic textbooks, an electronic library for checking-out books, and for supplemental classroom materials. We will have an Instructional Technology Specialist on staff to help keep abreast of new advances in educational technology.

9. Provide summer transition programs or freshman academies.
We have scheduled a one-day high school registration/transition day for freshmen where they will learn about high school expectations, goal setting, leadership skills, learning to use the dashboard on their tablet, and meet with upper classmen to get experienced ideas of success in high school.
We have scheduled a one-day high school registration/transition day for freshmen designed to help 9th graders transition into the high school. This program is led by our staff members, representatives from the Capital Area Career Center and a select group of upper classmen to help the 9th graders learn about the successful transition into the high school setting. This program will include team building, leadership skills, goal setting, development of a four year plan, and orientation to their mobile technology, setting up their digital dash boards and related career guidance activities. It will also involve visits to some of the local colleges and universities. Exposure to area career opportunities is made through guest speakers and site visits. Student receive a thorough exposure to the many student activities made available to them in high school and are encouraged to sign up and take the opportunity to meet and talk with the coaches about the program. Students will leave the program with a wealth of knowledge about the high school and ideas of where to go to get the answers they need. They will have updates,

syllabi, calendars, the digital dash board, and many other resources available on their mobile device. Students will receive applications that will help to organize and support their academic efforts

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

Through on-line programs, high school students will have the opportunity to take courses for credit recovery to enable them to graduate with their class.

11. Establish early warning systems to identify students who may be at risk of failure.

Student failure is not an overnight action; it happens a little bit at a time. By learning to watch for warnings signs of difficulty, teachers and staff members can intervene before it is too difficult for a student to recover.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

The Mental Health Worker, Family Liaison, Counselor, Social Worker, PBIS Manager, and all staff members will be responsible for providing a safe and caring school environment where students feel

14. Implementing approaches to improve school climate, culture, and discipline.

To help create a healthy, safe, engaging, supportive and challenging environment, we will use the PBIS system of support to improve school climate, culture, and discipline. Students will know what is expected of them and will be aware of expectations for behavior.

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